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of "género chico." I am glad to say that it is not Mr. Van Vechten who is guilty of the error.

P. 120. The dislike of the Spaniards for the French interpretation of Spain seems to be gradually disappearing, and this is due in part to the efforts of modern writers like Azorín, who have pointed out the fine quality of Gautier's and Mérimée's vision. Carmen seems to be a national figure now, in spite of the old complaints, and one of the most popular songs of recent times is entitled "La nieta de Carmen." It begins:

"Tengo el corazón gitano,
tengo el alma trianera,
y llevo en mis venas sangre
de Carmen la cigarrera.

P. 156. To the names of Tórtola Valencia, Pastora Imperio, Amalia Molina, La Goya and Raquel Meller should be added those of La Argentinita (not to be confused with La Argentina), Amalia Isaura, and Nati la bilbainita. Some of them—especially La Goya—are fine interpreters of the Eighteenth Century tonadilla. Amalia Isaura goes farther and interprets Seventeenth Century songs, with words by such poets as Quevedo and Trillo y Figueroa.

P. 193. The name of Pedro García Morales, poet and musician, should be added to the list of leading composers of to-day. Incidentally, let it be said that the Parisian composer, Reynaldo Hahn, is a Venezuelan, his mother having been a celebrated society belle of Caracas. Teresa Carreño was also a Venezuelan.

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Primeras Lecciones de Español, by Carolina Marcial Dorado. See HISPANIA, II, 3, 160-161.

"Primeras Lecciones de Español," as seen through the eyes of experience in its daily use with eleven hundred first-year students of Spanish, is a book somewhat different from the one that Miss Ruth Henry describes in the May number of HISPANIA.

Our students come for the most part from the Lower East Side of New York City. They have not, to be sure, a background of culture and previous linguistic attainment upon which to build. At the same time, they have acquired through the school of hard living conditions a rather more mature attitude of mind than is common among more favored children of their years. The average age is thirteen. Our teachers are united in the opinion that "Primeras Lecciones" has revolutionized our first-year work and that its continued use in our school will be a great advantage to the department as a whole, a benefit to teachers and pupils.

The songs and rhymes may look childish, but verse and music appeal to children of very mature growth. I fancy the charm of Robert Louis Stevenson's jingles and of James Whitcomb Riley's rhymes is quite as potent in the mind of many an adult as it was in childhood.

As for the rhymes, the pupils could not, or course, learn the entire collection by heart. That was evidently not the author's intention. We assign many of them as reading lessons to the entire class; a few are learned by heart. We use others as material for rapid advancement work.

I had some misgivings about the wisdom of using the book with our minor-language classes, composed of girls a year older, with more linguistic foundation, but the verdict of the teachers in charge of those classes has been that while they can cover more ground, the book is none the less interesting to them than to their younger sisters. Not even the girls of fourteen have been "irritated" by the "baby rhymes" and "meaningless songs." We even have a few of the "average sophisticated twelve-year-old Americans." Our children, accustomed as they are to the scenes of a big city's streets and, in many cases, the surroundings of poverty, are pathetically sophisticated for their ages, but no signs of any "irritation" among the sensitive twelve-year-olds have so far been manifest.

I quote again from Miss Henry: "Foreign folk-lore is rather wasted on him. Some study of literature must be made before we cast these pearls before him." Do we study English literature before the pearls of Mother Goose are cast before us? Is all our infantile literature a mistake and should simple rhymes be reserved for university courses?

When I first examined the book, I was of Miss Henry's opinion that the verb might be developed more rapidly. I added to the curriculum more tenses of regular verbs in the first half year, more irregular verb forms in the second. The report of the classroom teachers is that the additional work was a mistake, that each lesson is a complete exposition of one small grammatic point, and in that slow, steady progress lies the value of the book; that the added verb-work has proved a burden, not a help.

Is it quite fair to speak of the imperfect of all three conjugations? There are really only two sets of endings to be learned, and they are so very similar that, having learned one, the second is already all but mastered. Inasmuch as the author omits the familiar forms, there are but four endings to be learned for the first conjugation; four more for the second and third; eight in all.

As for the discourtesy in not explaining to the students that the imperfect and preterit may also be called the past descriptive and past absolute, is the lack of courtesy shown toward the teacher, who presumably knows both nomenclatures, or toward the student, who will have difficulty enough trying to distinguish between the uses of the two tenses, without having to learn at the outset two sets of names? Inasmuch as no uniform form of nomenclature has been adopted, it would seem to an impartial observer that one set of terms is as good as another for the thirteen-year-old beginner.

It is true that the book contains more material than a beginners' class majoring in Spanish in the first year of a high school course can well cover, especially as the last lessons contain a great deal of meat. Here again we plan to use those lessons to very great advantage by making them our basis for rapid advancement work in the second half of the year.

As to the illustrations, if we were making a picture of the typical American negro, would we choose the type which we see in our big cities? Probably not. We should portray the real Southern mammy or the darkey of the cotton fields. The world has grown so small that urban population the world over models its dress after one plate. It is only in the provincial districts that differences of dress exist. I have not as yet enjoyed the rare privilege of a trip to Spain, but I fancy that as soon as I left the metropolis behind me I should see in rural communities just what I have seen in the illustrations of "Primeras Lecciones." If I needed any inspiration to arouse in me a longing to visit my castles in Spain the daily teaching of Miss Marcial's book since last September would have provided it in fullest measure.

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NOTES AND NEWS

The distinguished Spanish novelist, Vicente Blasco Ibáñez, arrived in New York on the 26th of October. He comes to the United States under the auspices of the Hispanic Society of America, and will lecture in various universities of our country. On November 3d he will lecture at Columbia University on the subject: "What the Progress of the World Owes to Spain." Under the auspices of the Pond Agency he will give also various lectures of a commercial character.

The young Spanish essayist, Ramón Pérez de Ayala, is also now in our country, lecturing in the colleges and universities under the auspices of the International Educational Institute created by the Carnegie Foundation. He lectures on literature and art, both in English and Spanish.

The University of Salamanca is anxious to establish an exchange of pupils and teachers with the schools and colleges of the United States, in the same way as the Universidad Central and the Junta para Ampliación de Estudios. Universities interested in these exchanges should communicate with Professor Federico de Onís, Columbia University.

The activities of the various local chapters of our Association interest us all, but it is not always possible to publish them in full. The editors of HISPANIA have secured the valuable services of Miss Gracia L. Fernández of Utrecht High School, New York, who will be from now on current historiographer of the local chapters, and the local secretaries are requested to send to her all data that may be of interest to HISPANIA readers.

Third Annual Meeting in Washington, D. C., December 27.